

**ACHIEVEMENT IN NORTH CAROLINA HISTORY IN
THE STATE AS MEASURED BY OBJECTIVE TESTS.
GRADE SIX**

BESSIE TERRY

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ACHIEVEMENT IN NORTH CAROLINA HISTORY IN THE STATE

AS MEASURED BY OBJECTIVE TESTS: GRADE SIX.

- BY -

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NORTH CAROLINA COLLEGE FOR WOMEN

GREENSBORO, N. C.

A THESIS PRESENTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

BY

BESSIE TERRY

NORTH CAROLINA COLLEGE FOR WOMEN

JULY, 1929

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The writer is indebted to many persons for their helpful suggestions and cooperation in making this investigation possible. Grateful acknowledgments are made to the superintendents, rural supervisors, city supervisors, principals and teachers for their responses to the questionnaire.

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INTRODUCTION

This study attempts to make a survey of the literary materials available to students of North Carolina history in the elementary schools of the State. It includes a survey of North Carolina history as it is now being taught. It also comprises an objective test in North Carolina history for Grade Six. This test is based upon what is now being taught in our schools through the medium of Hill's, "Young Peoples History of North Carolina" and upon supplementary material.

As a result of giving the above test in eleven schools in the State this study shows:

- (1) Some things that are not effectively taught in North Carolina history in Grade Six.
- (2) Some things that are effectively taught in North Carolina history in Grade Six.
- (3) Some curricular changes which should be made in the teaching of North Carolina History, based upon the results obtained from the testing.

It is hoped that this study will stimulate a much-needed interest in the teaching of North Carolina history in the elementary schools, and having stimulated this interest, will lead eventually, "to foster love for the State and increase a just pride in its past and a faith in its future possibilities."

A SURVEY OF MATERIALS IN NORTH CAROLINA
HISTORY LITERATURE FOR THE ELEMENTARY
GRADES

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History should be a study of real educational value and culture. The Committee of Eight in its report to the American Historical Association (1909) said, " We believe that a leading aim in history teaching is to help the child appreciate what his fellows are doing and to help him to intelligent voluntary action in agreement or disagreement with them. To accomplish these results, there must be continuous attention, in each of the grades, to events in the past which the pupil can understand, and also to contemporary problems suited to his intelligence. The various fields of human activity must be drawn upon for these events, political, industrial, social, educational, religious, and no one of them should exclude the others."

" The children of North Carolina should be taught the history of their native State in such a way as to make them feel that, North Carolina is more than a collection of three million (3,000,000) people living within certain prescribed geographical borders. Her natural resources, beautiful as they are, do not constitute her true greatness. The uses to which these resources have been put, more nearly tell the story of the State's remarkable advancement in recent years; but back of this lies the keynote of it all, The Spirit that moves our

people to action, Without such a spirit, this State could never have reached the point where she challenges the best efforts of honest, industrious and enlightened men and women of all sections of the United States and enjoys a unique distinction throughout the civilized world." (Hon. Angus W. McLean--North Carolina " A Good Place to Live."

The writer undertook this study because she realized that " North Carolina has a background, the study of which is inspirational, certainly to her own people, who have endeavored to uphold the best traditions of an honored past" and that her achievements today offer encouragement for the future, and that the boys and girls of today must consistently plan for a greater future if the State is to continue going forward.

Usually a people's progress and civilization is reflected in its literature. The children of any country and state should be the heirs of the best writings of all its history. Let us look into the literature on North Carolina history which is available or usable for elementary school children. The State Course of Study calls for a study of North Carolina History the first half of the year in the sixth grade. The State adopted textbook is, Hill's, " A Young Peoples' History of North Carolina." This is usually supplemented by Connor's, " Makers of North Carolina History", McCorkle's, " Old Time Stories of the Old North State", or Connor's, "Story of the Old North State." Having made the attempt to teach the subject, the writer realized how little literary materials

she was able to get for use in the elementary grades. She has made this survey of the literary materials available to the students of North Carolina History of grammar schools age, in order to find out just how much is available.

R. D. W. Connor, in speaking to the Social Science Group of the North Carolina Education Association, at Raleigh in March, 1929, said: "The material, in North Carolina history is abundant, vast, -so vast, that it discourages one who starts to work with it. A vast amount of this material isn't suitable in a Sixth Grade Class. An almost infinitesimal portion of it is available to teachers and pupils. The great bulk of printed matter isn't available, because it is out of print. The only way to get it, is through second hand book dealers to whom we pay exorbitant prices. Without material we cannot give a live course in North Carolina History. "

The capacity of Sixth Grade pupils differs greatly from that of High School pupils. The sixth grade child's mind should not be stored with too many detailed facts of history, but it should get certain impressions which shall direct and guide his intellectual growth and furnish him with a background for his later reading or study. An interest in historical situations and stories should be aroused and a taste for simple historical literature should be inculcated. In order for this to be attained, there must be suitable, available material at hand.

The writer in an attempt to ascertain how much

material is available wrote to the North Carolina State Department of Education, to the North Carolina Historical Commission, to R. D. W. Connor, Head of the Department of History and Government of the University of North Carolina, to the North Carolina Department of Conservation and Development to the North Carolina University Extension Division, to the North Carolina State Library, Raleigh, to the Library of Congress, Washington, D. C. She also had access to all files of the North Carolina College for Women Library, Greensboro.

The following data was obtained from the above sources:

Miss Susan Fulghum, State Inspector of Elementary Schools,

"The following books are, so far as I know, the only available books for children on North Carolina History:

- 6-8 Albertson, In Ancient Albemarle, Alfred Williams & Co., Raleigh.
- 5-7 Allen, North Carolina History Stories, Johnson.
- 5-7 Connor, Makers of North Carolina History, Thompson Publishing Co., Raleigh.
- 5-7 Story of the Old North State
Lippincott.
- 6-7 Hill, Young People's History of North Carolina, Alfred Williams & Co., Raleigh.
- 4-5 McCorkle, Old-Time Stories of the Old North State, Heath.
- 4-6 Spencer, First Steps in North Carolina History, American Book Company."

Mr. A. R. Newsome, Secretary of the North Carolina Historical Association wrote, " I regret that there is not

in existence a complete or even a creditable partial list of the historical literature regarding North Carolina. Stephen B. Weeks published an incomplete bibliography about 1898, and there are many references in Boyd and Hamilton, Syllabus of North Carolina, published ten or twelve years ago. However, neither of these publications is available. If you have access to the three-volume history of North Carolina by Connor, Boyd, and Hamilton, you could find a number of references at the end of each volume, but this history cannot be purchased. Most of the North Carolina publications are out of print.

The publications of the North Carolina Historical Commission are almost all documentary in nature, and of course, too advanced for your students. I am sending you under separate cover, however, Bulletin No. 14, dealing with the State Flag, copies of available history leaflets (John White's Colony), and a copy of the 1927 North Carolina Manual).

Mr. Wade H. Phillips, Director of the North Carolina Department of Conservation and Development, sent a copy of, "North Carolina a Good Place to Live", and wrote, "I regret to advise that our supply of "North Carolina the Fifth State Today" is entirely exhausted."

Miss Gertrude Samuels, Librarian of the University of North Carolina Extension Division, wrote: "In today's Mail we are sending a supplementary list of books for elementary school libraries. We hope this will suggest some helpful

books for your list."

" Since the library here has so few juvenile books and we hesitate to recommend other than the ones we have reviewed, our addition to this printed list will have to be small.

Oertel's "Blackbeard's Treasure" is a new book which will be fine for making the pirate life vivid. This is published by Crowell, price \$2.00. Fraser's, "John Paul Jones", Barse and Hopkin, price \$1.00 is written for the elementary grades."

"There are no other books closely related to North Carolina history that we know of at present. Such general books as the following should be very good, however:

- " Bass, Book of Pirates, Harper, \$7.50 or \$2.50-
- Sabin, Boys' Book of Indian Warriors and Heroic
Indian Women, Macrae Smith & Co. \$2.00."

The North Carolina State Library at Raleigh added:

Creecy, " A Grandfather's Tales of North Carolina."

The Library of Congress at Washington, D. C., made the following report: " We regret that we have compiled no bibliography to your purpose. The following references may - prove helpful:"

" Allen, W. C., A Child's History of North Carolina
Creecy, R. B., Grandfather's Tales of North Carolina.

Herrell, E. G. and Neathery, J. B., The North Carolina Speaker: comprising new, original attractive and patriotic recitations

and declamations by citizens of the State
for every grade of pupils in North Carolina
schools. A. Williams & Co., Raleigh, 1887.

Moore, J. W., School History of North Carolina, American
Book Co., Rev. ed. 1901.

North Carolina, Dept. of Public Instruction. Program
of exercises North Carolina Day (the Scotch-
Irish settlements- Dec. 20, 1907. C. H.
Mebane.

-----Program for North Carolina Day (the
Settlements of the Germans Dec. 18, 1908.
R. D. W. Connor.

-----Program of Exercises for North Carolina Day:
Western North Carolina, Dec. 17, 1909.
R. D. W. Connor.

North Carolina Historical Commission. Program of Exercises for
North Carolina Day. Poets and Poetry of
North Carolina, Dec. 23, 1910. R. D. W. Con-
nor.

Rockwell, Ethel T. Children of Old Carolina.
Cincinnati, University of North Carolina Ex-
tension Bulletin, Vol. IV. No. 12.

Shuford, Augusta, Colonial North Carolina,
The Elbert and Richardson Co., Cincinnati, 1927"

The Library of the North Carolina College for Women had no

other materials to offer, suitable for the elementary grades.

Thus we see that the suitable materials for the student of North Carolina history in the elementary grades is very limited. The teachers of the State are attempting to remedy this situation. They wish to make the subject a live, dynamic one. They are working out helps of various kinds, to supplement the meager available literature. Miss Virginia Porter, of the China Grove Schools, is at present working on a "North Carolina Work Book." Miss Jessie Hodges, of the Charlotte Schools, has written three plays to be used in the classroom, or for chapel programs. More work of this type must be done throughout the State if the boys and girls are to have interesting material in North Carolina history.

Miss Juanita McDougald, of the North Carolina Department of Education, gave the following list of supplementary materials on North Carolina History, which have been worked out by pupils and teachers in various schools of the State:

" The People Who Helped to Make Our State. Grade 7
Miss McCurdy, Gastonia, N. C.

North Carolina, the Fifth State. Grade 7, Miss
Ellen Lewis, Fountain, N. C.

North Carolina, the Land of Opportunity. Grade 6,
Miss Cordelia Camp, Cullowhee, N. C.

History of the Historic Town of Hillsboro. Grade 6,
Mrs. J. E. Latta, Hillsboro, N. C.

Rowan: Our Home County. Grades 5, 6, 7. Mrs. L.R.
Best. Zeb. Elementary School, R. F. D., Salisbury,
N. C.

Roads: How They are Built, Their Use to Mankind, How
to be Safe and Make Others Safe in Riding,
Grade 7. Falkland, N. C.

Study of Birds of North Carolina. Grade 6, Miss
Blanche Gay, Jackson, N. C.

Forests of North Carolina. Miss Frances Riskley,
Seasboard, N. C.

Needs of Salisbury. Grade 4. Anne Sherwood,
Salisbury, N. C.

How Have the People of North Carolina Responded to
Earth Controls. Teacher Training Dept., Miss
Meta Liles, Carthage, N. C.

Guide to Raleigh. Raleigh Public Schools.

Esther Wake -- A play at Chapel Hill for Fourth of
July."

The study of North Carolina history in the elementary grades has many handicaps. The task of the teachers of this subject has barely begun. There is still incentive in planning for the future. Every effort should be put forth to do all possible in collecting and preserving historical data and materials that will be suitable for, and of interest to, the pupils in the elementary grades.

A SURVEY OF NORTH CAROLINA HISTORY AS IT IS
TAUGHT IN THE ELEMENTARY SCHOOLS OF NORTH
CAROLINA.

As the first step of research in an attempt to determine what is being done in the teaching of North Carolina History in the elementary grades of the State, a questionnaire was submitted to Superintendents, Supervisors, Rural and City, Principals and Classroom Teachers. These were asked to answer questions relating to the length of time given to the study of North Carolina History in the grades, as well as to the textbooks used. The purpose of this investigation was to find out if the textbooks being used are satisfactory, and to secure suggestions for the improvement of the teaching of North Carolina History in the elementary grades.

The following is a duplicate of the questionnaire sent to thirty-one Rural Supervisors, twenty-one Superintendents, twenty-five Principals, Heads of Teacher Training Departments, and City Supervisors, and forty-five Classroom Teachers.

Rockingham, N. C.

Feb. 8, 1929.

Dear

In connection with the N. C. College for Women, Greensboro, N. C., I am making a survey of the teaching of North Carolina History in Elementary Schools of the State. You will render me a great service if you will give me the following information in regard to your school or schools.

1. How many months do you give to the subject of N. C. History in the elementary grades _____
2. In which grade is it taught? _____
3. What text is used? _____
4. Is this satisfactory? _____ If no, why? _____
5. Is the time specified in the N. C. State Course of Study sufficient to teach the subject effectively? _____
6. What changes or suggestions would you offer for making the teaching of North Carolina History in the elementary schools more effective? _____

Thanking you for your cooperation, I am

Very truly yours,

Of the thirty-one Rural Supervisors to whom this letter was sent, twenty returned them as requested. Of the forty-five Teachers who received the above questions, twenty-two responded with answers. Of the Twenty-five Superintendents, three responded. Of the twenty-five Principals, City Supervisors, and Heads of Teacher Training Departments, replies came from two City Supervisors, two from Heads of Teacher Training Departments, and fourteen from Principals. Results from these questionnaires are shown in the following tables:

TABLE NO. I.

Answers to
Question 1.

	3-3½ Mos.	4 Mos.	4½ Mos.	5 Mos.	6 Mos	9 Mos
Rural Supervisors.	13	4	1	2		
Sixth Grade Teachers	5	8	5	3	1	
Superintendents		2				1
-City Supervisors	1					
Principals	2	3		3	4	1
Total	3	21	14	9	9	3

TABLE NO. II

Answers to
Question 2.

	GRADE SIX	GRADE SEVEN
Rural Supervisors	19	1
Sixth Grade Teacher	22	0
Superintendents	2	0
City Supervisors	1	0
Principals	12	1
Total	56	2

TABLE NO. III

Answers to
Question 3.

	HILL'S Young Peoples' History of N. C.	CONNOR'S Makers of N.C. History	CONNOR'S Story of the old North State
Rural Supervisors	20		
Sixth Grade Teachers	20	1	1
Superintendents	2	1	
City Supervisors	1		
Principals	13	1	
Total	56	3	1

TABLE IV.

Answers to
Question 4.

	Yes	No	Fairly
Rural Supervisors	1	19	
Sixth Grade Teachers	3	18	1
Superintendents	1	2	
City Supervisors		1	
Principals	4	8	1
Total	9	48	2

TABLE V.

Answers to
Question 5.

	Yes	No
Rural Supervisors	3	16
Sixth Grade Teachers	4	18
-Superintendents	1	2
City Supervisors	1	
PRINCIPALS	3	8
TOTAL	12	44

The following quotations will give the type answers received for the second part of Question 4.

" Not sufficient time in the Sixth Grade for the work."

" Need full year's work. Book far too difficult."

" Too difficult and lacks child's interest."

" Not well written text."

" Text very uninteresting. Too small units."

" It is hard and uninteresting for these pupils."

" The text used is entirely too difficult. The material is not told in an interesting way for elementary school children. The work done in connection with this book is usually devoid of interest."

" Too condensed, rather difficult. "

" We do not consider Hill's book at all satisfactory as a text."

" The units are choppy and unrelated. No opportunity is given for a broad interpretation of the facts presented."

" Text too detailed. "

" It is not suitable for teaching by any of the modern methods. It is a list of facts and children find it tiresome. It is poorly arranged."

" Deals with too many unimportant things."

" This text is too full of details, poorly organized, and poorly illustrated for the children's use. Most teachers seem to be swamped in it."

" Our work is a project in the study of North Carolina designed to give the pupil a broader and more sympathetic understanding of his State than any study of that 'dry as a bone' Hill's History."

" Not suitable for elementary school pupils."

Three principals who said that this textbook was satisfactory did not answer question 6. One principal who said it was satisfactory answered question 6 by suggesting that we stress local history. One superintendent who answered with "Yes" suggested for question 6 that more time be given to the subject. Two teachers who replied "Yes" made no answers to question 6. One teacher stated that the textbook was "fairly satisfactory", answering question 6 by saying, "I think there might be a more interesting book prepared." Another teacher who reported the textbook was satisfactory answered question 6 by saying, "More reference helps in school libraries." A rural supervisor answered question 4 by saying, "I judge so", and answered question 6 with, "That's a long discussion. Make it more real, more alive, make it real experience - not a vicarious one ! "

The statements which follow will give some idea of the suggestions offered for making the teaching of North Carolina history in the elementary schools more effective.

" More time. Easier text."

" Get someone to write a book which interweaves history with North Carolina biography."

" More effective (printed) teaching materials, textbooks, references, stories, stimulating bulletins."

" Think one full year should be given to the subject. An easier text should be used as a basis, then supplemented by history stories and projects peculiar to the State."

" A more adaptable and usable text."

In February, 1929, one rural Supervisor, at a county-wide meeting of principals and sixth grade teachers presented the questionnaire and received an opinion from the group. In answer to Question 6 the group made these suggestions:

" Organize the material into larger, broader, and more meaningful units of work. This will give the pupil an opportunity to organize his knowledge around certain leading ideas and to make intimate connections and associations with other facts. The more widely and thoroughly he can relate what he learns to important central subjects the better organized mind he will have, the more useful his knowledge will become and the more successful he will be in dealing with problems of everyday life.

In this way, various relationships are made clear to the child mind, and, as a result, his attitudes and habits of thinking are enlarged and improved."

This supervisor in a letter said, " I was unable to get first-hand information from my teaching force in regard to the teaching of North Carolina History in the elementary - schools.....I feel sure that you will find that this work has^{N.C.} been vitalized as some of our other subjects, chiefly because of the textbook now in use."

Another Rural Supervisor wrote in February, 1929 :

" Since mailing you the blank concerning North Carolina History I have had a report from a meeting of sixth grade teachers, who met to discuss what should be emphasized^z_A in history for the year. They report four things:

1. The history course is over-crowded.
2. The teachers do not like the North Carolina History Text.
3. The teachers believe that the logical order is to teach "Our Ancestors in Europe" first.
4. We need immediate relief in history.

" This report expresses an opinion of about twenty sixth grade teachers who are working in _____ county and who have a rather sane idea about teaching. "

Two rural supervisors suggested that the Course of Study be changed so that North Carolina History and North

Carolina Geography be taught in the same grade.

One teacher suggests, "Give more time to the teaching of the lives of men who have made North Carolina History."

Eight teachers suggested that we get a revised textbook or a new one. One superintendent thinks we should "work out a course from first to seventh grade inclusive."

A city Supervisor of Elementary grades, says: "Divide course into units, abandon idea of trying to follow organization as outlined in text, and make use of all available material at level of elementary school child."

A principal answered Question 6 by saying: "A text which would include material on the social and economic development of the State as well as the political."

Five principals suggested that we get a new textbook. One teacher, who is Head of Teacher Training Department wrote: "I would rather see nothing but North Carolina History taught in the elementary school. The rest of the time to be devoted to historical stories, literature, etc. North Carolina History should be an outgrowth of present day problems - working psychologically rather than severely chronologically. We need better textbooks, work-books, and standardized tests."

As a result of an examination of these answers obtained from the questionnaire, the writer feels that the following conclusions have been established:

- (1) Most of the elementary schools in North Carolina give from four to four and a half months to the study of North Carolina History.
- (2) The subject is taught, for the most part, in grade six.
- (3) Hill's Young People's History of North Carolina, the State adopted textbook, is used in practically all schools.
- (4) This book is not satisfactory. It is uninteresting, too full of minor details, and is too difficult for the sixth grade. "After the period of exploration and colonization, the book is a category of bare facts - uninteresting and incomprehensible to the child". (From a teacher in North Carolina).
- (5) The time specified in the State Course of Study (the first half of the year) is not sufficient to teach the subject effectively. It is the general opinion that a full year should be given to the teaching of North Carolina History in the sixth grade.
- (6) The present state adopted textbook should be revised, or better still, a new one should be written.

A TEST CONSTRUCTED BASED UPON WHAT IS TAUGHT
AND UPON AVAILABLE MATERIALS

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The author constructed an objective test in order to gauge the methods of instruction and results being attained in the teaching of this subject.

These steps mark the development of the test construction:

I. Analysis of eight North Carolina History Books.

1. Main topics of these tabulated.

These books were:

Spencer, C. P. - First Steps in North Carolina
History.

Hawks, P. L. - History of North Carolina.

Peele, W. J. - Lives of Distinguished North
Carolinians.

Allen, W. C. - North Carolina History Stories.

Connor, R.D.W. - Makers of North Carolina History.

Hill, D. H. - Young People's History of North
Carolina.

Creecy, R. B. - Grandfather's Tales of North Caro-
line.

Wheeler, J.H. - Historical Sketches of North Caro-
line.

2. Tabulation of topics with greatest frequency.

3. Selection of topics most emphasized.

- II. Analysis of the North Carolina State Course of Study of subject.
- III. Analysis of several sets of final examination questions on North Carolina History (Rockingham School)
- IV. Comparison of items selected as most important from I, II and III above. (The importance of an item or topic was determined by the number of times it appeared in the index of the book, in the outline, or in the examinations)
- V. Most important topics in North Carolina History, listed.
(Based on results of three analyses)
- VI. Formation of questions bearing directly on information desired.
- VII. Questions arranged under each topic (V above) according to their importance.
- VIII. Questions converted into true-false, multiple choice, matching, and completion type questions according to the kind appropriate for the subject matter.
 - 1. Two hundred questions formed. One hundred of these pertained to North Carolina History up to the period of the War between the States. The remaining dealt with the time from the War between the States up to the present time.

- IX. Test criticized by Dr. J. A. Highsmith, North Carolina College for Women, from the standpoint of test construction. (The test is a result of a Course in Test Construction under Dr. Highsmith, at Summer Session, 1928)
- X Test criticized from the standpoint of history, by Dr. A. M. Arnett of the History Department and Miss Gladys Boyington, Department of Practice Teaching, North Carolina College for Women.
- XI. Test revised:
1. Consists of Part One containing sixty nine questions.
 2. Consists of Part Two containing sixty questions.
- XII. Test mimeographed.

DESCRIPTION OF THE TEST.

Part One of the test consists of sixty-nine questions. Section A is made up of seventeen multiple-choice questions of five choices each. These questions are designed to measure the fundamental phases of North Carolina History during its early period. The instructions call for underlining the correct word or words and placing the correct number in the parentheses.

Section B and C are made up of ten questions each, the students being instructed to match the name of some leading historical person with a question pertaining to that person.

Section D is composed of ten matching questions. The student is asked to match a date with a statement related to that date.

Section E consists of seventeen completion type questions. The students are directed to write one word in each blank space.

Section F consists of a map of North Carolina. This map outlines the sections of the State settled by the various race elements. The student is directed to locate the settlement made by each of these races, by placing a number, which is on the map, opposite the name of the race.

Part Two contains sixty questions covering the period from the War between the States to the present time, Section A is made up of eighteen multiple-choice questions, of five

-choices each. The instructions call for underlining the
- right word and placing the correct number in the parentheses.

Section B is made up of forty-two true and false questions, the students being told to write TRUE after each statement that is true and FALSE after each statement that is not true.

Easy, hard, and moderately difficult questions were included in the test. Care was taken in assembling the questions. The first questions of each part of the test are easy, so that most of the pupils can pass them. An attempt was made to cover every phase of the course in North Carolina History for grade Six. The test is divided into Parts I and II, in order that it may be given at two separate sittings if desired. The division comes at the War between the States, because that is about the midpoint of the history course. If a teacher wishes, she may use Part I as a Mid-term Examination and Part II as an End-term Examination where mid-term promotions are given. If desired, Parts I and II can be given together at the conclusion of the course.

RELIABILITY OF THE TEST

---O---

The test was given in twelve Sixth grades in various schools of the State to 310 pupils. The schools ranked in size from two teacher schools, with an enrollment of 44, whose sixth grade was composed of four members, up to a school with forty-three teachers and an enrollment of 1100 pupils. This school has seven sections of the Sixth Grade and the grade tested was composed of 43 pupils.

After the tests were given in the twelve grades, the papers were returned to the writer for scoring. The final step in the experimental work of the testing was the determination of the reliability of the test. Results from 109 papers, selected from different type schools, were used to find the reliability coefficients.

This was done by breaking the test into chance halves (the odd-and-even numbered items) correlating the half scores, and then using the Spearman-Brown formula. The test was found to have a reliability of .87.

NUMBER OF MINUTES REQUIRED TO TAKE TEST

ooo

To determine the length of time required to administer the test, teachers were asked to mark on paper the number of minutes required for completion of both parts of test. The time was kept for 267 pupils out of 310. It required 9,217 minutes to complete Part I or an average of 34.5 minutes. It required 5,176 minutes to finish Part II, or an average of 19.3 minutes.

North Carolina History Test: For Sixth Grade.

----- School-----Teacher-----
 ----- Date-----

PART 1.

DIRECTIONS: Five answers are given for each of the statements below. Draw a line under the word or group of words which makes each statement correct, and put the number of the word or group of words in the parentheses at the right, as shown in the sample.

SAMPLE: Thomas Jefferson lived in--
 (1)Japan, (2)Spain, (3)The United States, (4)Italy, (5)France. . . (3)

Writers believe that Raleigh wished to plant colonies in America because he wanted--
 (1)to get rich, (2)to help the wuenn, (3)to help the Indians,
 (4)to build a mighty English nation in the new world, (5)to
 explore America. ()

Most of the early settlers of North Carolina came from--
 (1)Maryland, (2)Maine, (3)Virginia, (4)Georgia, (5)South
 Carolina. ()

The Carolinians were situated between--
 (1)Virginia and Florida, (2)Maine and Massachusetts, (3)New York
 and Maryland, (4)New Hampshire and Vermont, (5)Rhode Island and
 Connecticut. ()

The proprietors of North Carolina adopted a constitution known as--
 (1)Bill of Rights, (2)Grand Model, (3)Charter, (4)League of
 Nations, (5)Articles of Confederation. ()

Raleigh tried to make his second colony feel more at home in America by--
 (1)starting schools, (2)establishing churches, (3)starting libra-
 ries, (4)sending women over with the men, (5)sending supplies. . . . ()

Of the race groups in colonial North Carolina the largest group was--
 (1)negro, (2)French, (3)English, (4)German, (5)Scotch. ()

After Raleigh's death joint-stock companies were formed in England to--
 (1)plant colonies in America, (2)send missionaries to America,
 (3)explore America, (4)set up a new form of government, (5)
 establish schools for the Indians. ()



The Proprietary government lasted from--

- (1) 1660 to 1662, (2) 1663 to 1728, (3) 1914 to 1928,
(4) 1812 to 1816, (5) 1776 to 1781. ()

John Archdale helped the colonists by--

- (1) giving them free land, (2) removing taxes, (3) allowing
back rents to be paid in farm products, (4) selling land on
credit, (5) lending money to them. ()

Blackbeard was a--

- (1) proprietor, (2) doctor, (3) pirate, (4) farmer, (5) explorer. . . . ()

Archdale's coming to North Carolina was the means of increasing the
number and power of the--

- (1) Catholics, (2) Presbyterians, (3) Friends, (4) Baptists,
(5) Methodists. ()

The Stamp Act was passed for--

- (1) the English to sell more paper, (2) the Americans to help
pay England's great debt, (3) the printers, (4) the colonists
to have stamps, (5) the King's friends. ()

The Battle of King's Mountain was--

- (1) victory for Ferguson, (2) defeat for the Americans, (3) the
turning point of the war, (4) a great victory for the British,
(5) a minor battle. ()

The Literary Fund was set apart for--

- (1) building good roads, (2) establishing public schools, (3)
starting libraries, (4) building colleges, (5) draining swamp
lands. ()

If Tryon had not been fond of pomp and show and anxious to add to his
fame as a soldier, he might have prevented the--

- (1) war with the French, (2) war with the Indians, (3) war with
the Lords Proprietors, (4) war with the Regulators, (5) war with
the Spaniards. ()

The first library in North Carolina was established at--

- (1) Raleigh, (2) Bath, (3) Edenton, (4) Charlotte, (5) Hillsboro. . . . ()

The Three men who signed the Declaration of Independence for North
Carolina were--

- (1) Durant, Pollock, and Moseley, (2) Waddell, Fox, and Boone,
(3) Hooper, Hewes, and Penn, (4) Harvey, Caswell, and Sevier,
(5) Gaston, Shelby, and Blakely. ()



DIRECTIONS. Study the following samples.

- SAMPLES:** 1. Eli Whitney. Who is called the "Father of his Country"? (2)
2. George Washington. Who invented the cotton gin? (1)

Each name in the first column will be the correct answer for one of the questions in the second column. For example, Eli Whitney invented the cotton gin, so in the parentheses after the question, "Who invented the cotton gin?" write the number 1 (which is the number in front of Eli Whitney). In the same way George Washington is called "the Father of his country," so in the parentheses following the question, "Who is called the Father of his Country?" write the number 2.

Match the following questions in the same way:

- Sir Walter Raleigh. Who was a pioneer and a great fighter against the Indians? ()
- John White. What Indian was always friendly to the whites? ()
- Virginia Dare. Who led a rebellion in North Carolina? ()
- Sir Francis Drake. Who was our first governor? (()
- Culpepper. Who was the first English baby born in America? ()
- Manteo. Who was a great English sailor? ()
- Richard Caswell. Who was considered "The favorite of the Queen"? ()
- Drummond. Who led the fight against taxation by Parliament and organized Committees of Correspondence? ()
- John Harvey. Who aroused the North Carolinians to resist the mother country and is known as the "Peoples' First Governor"? ()
- Daniel Boone. Who was governor of "The Lost Colony"? ()

Part I-page 4.

3. Match the following questions in the same way. In the parentheses following each question in the second column write the number of the name in the first column which answers the questions correctly:

- | | |
|-----------------------|--|
| 8. Andrew Jackson. | What German trained North Carolina troops during the Revolution? () |
| 9. John Sevier. | What man first put before the legislature a plan for State schools? () |
| 0. General Greene. | Who pointed the way to independence? () |
| 1. Baron Steuben. | What North Carolina Frontiersman was leader of the Tennessee pioneers for more than forty years? () |
| 2. William R. Davie | Who broke the power of the Creeks in the Battle of Horse Shoe Bend? () |
| 3. Archibald Murphey. | Who was the American leader at the Battle of Guilford Court House? () |
| 4. Samuel Johnston. | Which governor got the eastern and western parts of the state to agree to vote on a convention to change the constitution? () |
| 5. Hugh Waddell. | Which governor secured the ratification of the Federal Constitution? () |
| 6. Cornelius Harnett. | Who was the founder of the University of North Carolina? () |
| 7. David L. Swain. | Who became a military leader of the Cape Fear section and led in resisting the Stamp Act? () |



America was discovered. (Y)
The Battle of Lexington. (S)

Do the following items in the same way. Find the correct date of each event. Notice the letter that is below the date and PRINT that letter in the parentheses after the event.

April 12, 1776	1607	1711	1728	July 4, 1776
C	D	E	F	G
April 9, 1585	1795	1705	Nov. 12, 1776	Nov. 21, 1789
H	I	J	K	L

North Carolina became a royal province. ()

Great Indian massacre of whites. ()

Halifax Convention declares itself willing to declare independence
from England. ()

First permanent English settlement in America. ()

Opening of the University of North Carolina. ()

The town of Bath was begun. ()

National Declaration of Independence. ()

The first colony started for America. ()

The convention to frame a constitution for the government of North Carolina met in Halifax. ()

North Carolina voted to enter the Union. ()

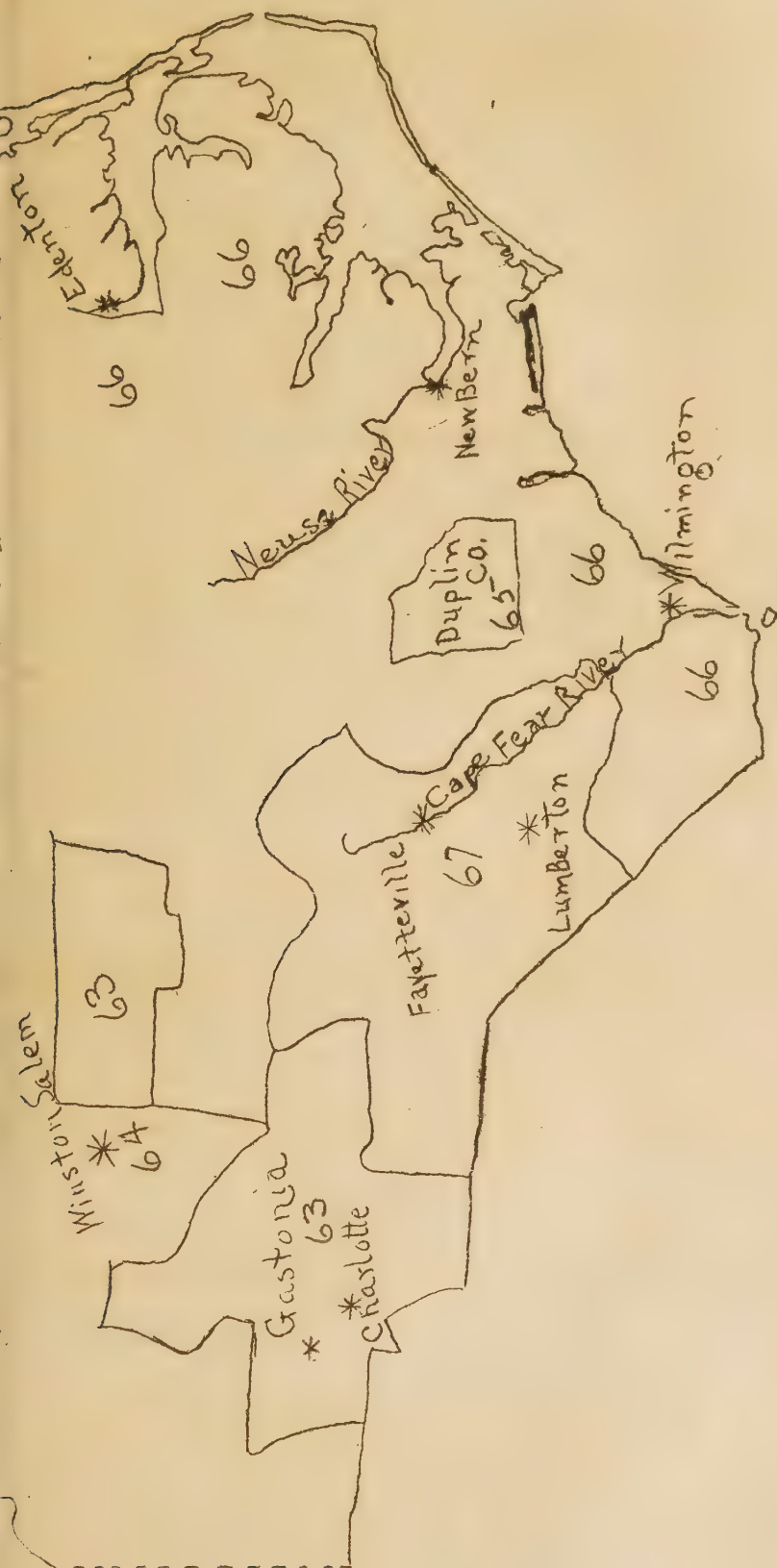
Part 1-page 6.

DIRECTIONS: Read the following statements carefully, consider the best word for each space. Then complete the statement by writing ONE word in each blank space as shown in the example.

EXAMPLE: America was discovered by Columbus in 1492.

- . The Proprietors of Carolina adopted a constitution known as the _____.
- . The land that Charles Second granted to his friends was called the Province of _____.
- . The capital of North Carolina is named for _____.
- . _____ is the oldest town in North Carolina.
- . During the Revolution those who fought for the king were called _____.
- . During the Revolution those who fought against the king were called _____.
- . The Battle of Moore's Creek Bridge broke the _____ power in the state.
- . The _____ are Indians in Robeson County who claim that their ancestors are white.
- . The Battle of Guilford Court House helped shatter the British army and led to its surrender at _____.
- . The Scotch-Irish were Presbyterian in religion. They brought their ministers with them, and built churches and _____ wherever they went.
- . The Germans were seeking good lands and settled in the _____ section of North Carolina.
- . The word clan reminds us of the _____ people.
- . 61-62. North Carolina's delegates to the Continental Congress in 1775 were _____, _____, and _____.
- . _____ wrote "The Old North State."
- . In colonial days most of the people in North Carolina lived on large _____.

DIRECTIONS: On the following page you will find a map of North Carolina. Look at this map carefully. It has some sections of the state in outline. Other places in the state are shown by a dot. A number is placed by each of these. Each number shows where certain people settled in North Carolina. The name of these people is placed below the map. Put the number in front of each name that will tell where each of these people settled in North Carolina.



63-67

- Scotch-Irish.
- Highland Scotch.
- English.
- The Moravians.
- The Irish.



ans: _____

North Carolina History Test: For Sixth Grade.

Part II. From the War Between the States to the Present Time

DIRECTIONS. Five answers are given for each of the statements made below. Draw a line under the word or group of words which makes each statement correct, and put the number of the word or group of words in the parentheses at the right, as shown in the sample.

SAMPLE: George III was King of--

(1)England, (2)France, (3)Italy, (4)Spain, (5)Belgium (1)

North Carolina seceded from the Union--

(1)as soon as Lincoln was elected, (2)right after Mississippi seceded, (3)when the United States Secretary of War said North Carolina would be expected to furnish troops to make war on the seceded states, (4)as soon as Lincoln was inaugurated, (5)when the Maine was blown up. ()

When Lincoln was elected many people in the South feared that Lincoln's party would--

(1)help keep the slaves in the South, (2)try to break up slavery at any cost, (3)fight the South at once, (4)try to force the North to buy slaves, (5)try to educate the slaves. ()

During the War between the States most of the negroes were--

(1)disloyal, (2)faithful to their masters, (3)unfaithful to their masters, (4)sent North, (5)kept in prison: ()

Lee surrendered at Appomattox on--

(1)April 9, 1865, (2)July 4, 1776, (3)May 20, 1775, (4)Aug. 20, 1775, (5)May 16, 1771. ()

The Civil Rights Bill gave--

(1)all persons born in America the rights of citizenship, (2)the negroes all the rights of white people, (3)the negroes their freedom, (4)food to the negroes, (5)a new constitution to the country. ()

The Freedman's Bureau was--

(1)a book, (2)an organization to free negroes, (3)a piece of furniture, (4)an organization to take care of the negroes, (5)an organization to enslave the whites. ()

The Fourteenth Amendment to the Constitution declared--

(1)negroes should have all rights of white people, (2)the South had no right to secede, (3)no child under 12 years of age may be engaged for mill work, (4)the sale of whiskey is illegal, (5)all persons born in America to be citizens. ()

Name: _____

Part II. P. 2

8. Governor Aycock's educational creed was--

- (1)that only white children should be educated, (2)that every child is entitled to a good school, (3)that schools should be abolished, (4)that schools should be open to the rich only, (5)that every person should go to college. ()

9. The Ku Klux Klan was--

- (1)a play, (2)an organization to protect the whites after the War between the States, (3)a social club, (4)a club to study the labor conditions in the South, (5)men from the North. . . . ()

10. Charles Duncan McIver was the founder of--

- (1)Agricultural and Mechanical College, (2)The North Carolina College for Women, (3)The University, (4)Peace Institute, (5)East Carolina Training School. ()

11. Hinton Rowan Helper wrote--

- (1)"Drums" (2)"The Impending Crisis" (3)"Tom Sawyer" (4)"Our Ancestors in Europe" (5)Miss Minerva Broadcasts Billy". . . ()

12. Stonewall Jackson was--

- (1)President of the United States, (2)President of the University (3)an outstanding general in the War between the States, (4)an enemy to the South, (5)a general during the World War. ()

13. Robert E. Lee was--

- (1)Commander-in-Chief of the Northern army, (2)President of the Confederacy, (3)Commander-in-Chief of the Southern troops, (4)President of the United States, (5)killed at Chancellorsville..()

14. "Uncle Tom's Cabin" was written by--

- (1)O Henry, (2)Mark Twain, (3)Harriett Beecher Stowe, (4)Poe, (5)Joel Chandler Harris. ()

15. Governor W. W. Holden was--

- (1)promoted, (2)honored, (3)impeached, (4)a great general, (5)loved by all the people. ()

16. John Charles McNeill was--

- (1)a leader of North Carolina troops in the World War, (2)a poet, (3)a doctor, (4)a North Carolina painter, (5)a musician. ()

17. Dorothea L. Dix was--

- (1)the first one to organize the Red Cross in the state, (2)a leader in the temperance movement in North Carolina, (3)responsible for the first asylum for the insane being built in North Carolina, (4)an artist, (5)an author.

18. The main industry of North Carolina is--

- (1)fishing, (2)farming, (3)mining, (4)manufacturing, (5)oyster farming. ()

Name: _____

Part 11. P. 3.

B. DIRECTIONS. Read each of the following statements very carefully. If a statement is true, write TRUE in the parentheses following the statement; if you are not sure whether a statement is true or false, leave the parentheses blank. Do not guess.

SAMPLE: George Washington was the first President of the U. S. (True)
 U. S. Grant was leader of the North Carolina troops. (False)

19. The first Ku Klux had its origin in the South. ()
20. North Carolina was the first state to secede. ()
21. North Carolina furnished the Confederacy with clothing, food,
and supplies. ()
22. North Carolina's blockade runners were of very little importance
during the War between the States. ()
23. Cameron Morrison was governor during the War between the States. . . ()
24. Edwin M. Holt was one of the pioneer manufacturers of cotton
goods in North Carolina. ()
25. Durham and Winston-Salem are great centers for the manufacturing
of tobacco. ()
26. The New York Central and the Baltimore and Ohio Railroads are the
leading railroads in North Carolina. ()
27. Most of the cotton mills are in the eastern part of the state. . . . ()
28. Morrison is known as our "Good Roads Governor." ()
29. Aycock was called "Our Educational Governor." ()
30. Governor Craig was impeached. ()
31. High Point manufactures much furniture, ()
32. Charlotte is North Carolina's chief seaport. ()
33. Gaston County, in the south central section of the state, has more
cotton mills than any other county in the state. ()
34. Most of the people of North Carolina are native born. ()
35. By North Carolina Law no child under 17 years of age may be engaged
in mill work. ()
36. The Library Commission buys and sends out books and other
literature to boys and girls in country homes and country schools. . ()
37. The Historical Commission writes all the histories used in the
state. ()

Name: _____

Part 11. P. 4.

38. Stonewall Jackson Training School at Concord is a State Reform School for boys. ()
39. The Tuscarora is the chief Indian tribe in North Carolina today. . . ()
40. Most of the people in North Carolina live in large cities. ()
41. North Carolina had state wide prohibition before there was national prohibition. ()
42. The state legislature has provided for a "six-month school term in every school district in the state." ()
43. The western part of North Carolina is noted for its beautiful scenery. ()
44. Pinchurst is a well known summer resort of North Carolina. ()
45. The sandhill section of the state raises many peaches. ()
46. Carr and Duke have made "Durham Tobacco" famous throughout the world ()
47. The Seaboard Airline, the Atlantic Coast Line and the Southern railways are of very little importance to North Carolina. ()
48. In 1877, the Department of Agriculture was established to help the farmers of the state. ()
49. Duke University is located at Winston-Salem. ()
50. The University of North Carolina is at Chapel Hill. ()
51. The State School for the Blind is at Raleigh. ()
52. James Boyd is one of our present day writers. ()
53. Wilmington is a leading city in the mountains of North Carolina. . . ()
54. North Carolina is one of the great waterpower regions of the United States. ()
55. The fisheries of North Carolina are of very little commercial value. . ()
56. There are 150 counties in North Carolina. ()
57. The North Carolina State Board of Health tries in every way possible to teach the people how to avoid disease and how to care for the sick ()
58. Many Cherokee Indians live in North Carolina. ()
59. The ancestors of the Scotch Irish were Irish and Scotch. ()
60. "Carpet baggers" was a name given to the negroes who had no property except what they carried in carpet bags. ()

Directions for Giving North Carolina History Test

To the Examiner:

The Test may be given in two sittings, Part I at the first sitting and Part II at the second sitting. These may be given on separate days if necessary.

Distribute tests. Request pupils not to begin until the signal is given. Have pupils fill out the blanks at the top of the front page. After the blanks have been filled, read the DIRECTIONS AT TOP OF PAGE TO CLASS.

Then say: "Read all DIRECTIONS carefully and do exactly what these tell you to do. Do your best and do not pay attention to what anyone else is doing. Do not begin until I say "Go". After you start go right on through until you have finished the test. When you finish, please raise your hand without speaking. After I have taken your paper you may quietly get to work on something else.

Directions for Scoring Test.

Mark all wrong answers +
Mark all omitted answers 0.

In getting score for the test count scores in the following way.

In True and False Questions score $\frac{1}{2}$ Rights - Wrongs.

In Multiple Choice Questions score $\frac{1}{2}$ Rights - Wrongs.

On completion questions score 1 for each blank properly filled.

In Matching Questions, score 1 for each correct answer.

Key for Scoring N. C. History Test, Part I.

A.

1. To build a mighty English nation in the new world (4)
2. Virginia (3)
3. Virginia and Florida (1)
4. Grand Model (2)
5. Sending women over with the men (4)
6. English (3)
7. Plant colonies in America (1)
8. 1663 to 1728 (2)
9. Allowing back rents to be paid in farm products (3)
10. Pirate (3)
11. Friends (3)
12. The Americans to help pay England's great debt (2)
13. The turning point of the war (3)
14. Establishing public schools (2)
15. War with the Regulators (4)
16. Bath (2)
17. Hooper, Hewes, and Penn (3)

B.	C.	D.
18. 27	28. 31	38. (F)
19. 23	29. 33	39. (E)
20. 22	30. 36	40. (C)
21. 25	31. 29	41. (D)
22. 20	32. 28	42. (I)
23. 21	33. 30	43. (J)
24. 18	34. 37	44. (G)
25. 26	35. 34	45. (H)
26. 24	36. 32	46. (K)
27. 19	37. 35	47. (L)
E.		F.
48. Grand Model		63. Scotch Irish
49. Carolina		64. The Moravians or Germans.
50. Raleigh, or Sir Walter Raleigh		65. The Irish
51. Bath		66. The English
52. Tories		67. Highland Scotch.
53. Whigs		
54. Tories		
55. Croatans		
56. Yorktown		
57. Schools		
58. Piedmont	63. Gaston	
59. Scotch	64. Plantations.	
60-61-62. Hooper, Hewes, Caswell.		

KEY FOR SCORING N. C. HISTORY TEST? PART II.

A.

1. When the United States Secretary of War said North Carolina would be expected to furnish troops to make war on the seceded states (3)
2. Try to break up slavery at any cost (2)
3. Faithful to their masters (2)
4. April 9, 1865 (1)
5. The negroes all the rights of the white people (2)
6. An organization to take care of the negroes (4)
7. All persons born in America to be citizens (5)
8. That every child is entitled to a good school (2)
9. An organization to protect the whites after the War between the States (2)
10. The North Carolina for Women (2)
11. " The Impending Crisis" (2)
12. An outstanding general in the War between the States (3)
13. Commander-in-chief of the Southern troops (3)
- 14. Harriet Beecher Stowe (3)
15. Impeached (3)
16. A poet (2)
17. Responsible for the first asylum for the insane being built in North Carolina (3)
18. Farming (2)

B.

19. False	34. True	48. True
20. False	35. False	49. False
21. True	36. True	50. True
22. False	37. False	51. True
23. False	38. True	52. True
24. True	39. False	53. False
25. True	40. False	54. True
26. False	41. True	55. False
27. False	42. True	56. False
28. True	43. True	57. True
29. -True	44. False	58. True
30. False	45. True	59. False
31. True	46. True	60. False
32. False	47. False	
33. True		

COMPARISON OF RESULTS IN NORTH CAROLINA HISTORY
IN
RURAL AND CITY SCHOOLS OF DIFFERENT SIZES AND RATINGS.

-----oOo-----

Table VI gives the tabulation of results for the eleven schools which gave the North Carolina History Test in its complete form. The Mean for each school was found on the whole test.

(For Table VI see next page)

-----oOo-----

School Number	No. Pupils in School	Enrollment of Sixth Grade-tested	No. of Sixth Graders in School	No. of teachers in School	State Rating of School	Rural or City School?	Length of School Term?	Mean for North Carolina History Test.
GROUP I.								
1	330	20	1	14	IB	C	9 mos.	50.5
2	435	30	2	13	1A	C	9 mos.	72.4
3	350	38	1	9	N.S.*	C	9 mos.	56.6
Total for Group I.								61.6
GROUP 2.								
4	1100	39	7	43	1 A	C	9 mos.	25.5
5	758	38	3	24	I A	C	9 mos.	50.0
Total for Group II								37.6
GROUP 3.								
6	527	31	1	15	IIA	R	8 mos.	49.9
7	483	29	1	18	IIB	R	8 mos.	44.2
8 ₁	639	16	2	13	11A	R	8 mos.	40.0
8 ₂		35						26.6
9	244	26	1	8	N.S.*	R	8 mos.	41.3
Total Group III								40.1
GROUP 4.								
10	44	4	1	2	N.S.*	R	8 mos.	43.7
11	52	4	1	2	N.S.*	R	8 mos.	25.5
Total for Group IV								34.6
Total for State								45.4

* (Non Standard School)

An examination of TABLE VI shows that:

Group No. 1 is composed of medium sized Special Chartered City schools. Schools No 1 and 2 of this group are Standard Elementary but No. 3 is a Non-Standard school. The MEAN for school No. 1 is 50.5; for No. 2 it is 72.4; for No. 3 it is 56.6. The MEAN for the group is 61.6, as compared with that for the State (as results from the 12 schools giving test) 45.4.

Group No. 2 is composed of large sized Special Chartered City Schools, each being the highest type of Standard Elementary School, A1. The MEAN for school No. 4 is 25.5; for school No. 5 is 50; for the group 37.5; for the State 45.4.

Group No. 3 is made up of three Standard Elementary and one Non-Standard Elementary Rural schools. This group ranges from the medium sized school No. 9 to the large school No. 8. The MEAN for school No. 6 is 49.9; for school No. 7, 44.2; for school No. 8, 49; for school No. 9, 41.3; for the group 40.1, and for the State 45.4.

Group No. 4 comprises two small, Non-Standard Rural schools. The MEAN for school No. 10 is 43.7; for school No. 11, 25.5, as compared with that of the State MEAN of 45.4.

The highest MEAN 51.6 was attained by Group No. 1, medium sized, Special Chartered City schools. The lowest MEAN 34.6 is that for Group No. 4, small Non-standard two teacher Rural Schools. Group No. 3 has next to the highest MEAN 40.1. This group is made up of medium sized and large, Standard and Non-standard, Rural Schools. Group No. 2 has next to the lowest MEAN, 37.6. This contains two large Standard Special Chartered City schools.

Judging from this data, the author concludes that the pupils in the medium sized, Special Chartered City schools are doing the highest type of work in North Carolina History. The medium sized Rural schools rate next. The small Rural Non-Standard schools, with a MEAN of 34.6 and the large Special Chartered City schools rank very close together.

The highest MEAN for Group No. 1, school No. 2, (72.4); for Group No. 2, school No. 5, (50); for Group No. 3, school No. 6, (49.9) was attained by 1A and 11A Standard Elementary schools. (The highest and next highest ratings given by the State Department of Education)

Summarizing this we see that:

1. The best instruction given in North Carolina History, Grade Six, is found in the medium sized Special Chartered City schools.

2. The best instruction is given in the highest standard type of schools.
3. The small Non-Standard Rural and the large Special Chartered City schools are not getting as good results as the other types of schools. These two types are doing about the same kind of work.

CURRICULAR SUGGESTIONS BASED UPON THE
OUTCOME OF THE TESTING

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Comparison of Results Obtained from Tests;
Things not Effectively Taught; Things Effectively Taught.

A comparison of questions dealing with concrete historical facts and those dealing with abstract facts was made. These are considered in the following classifications:

- I. Concrete Historical Facts (Average percentage of correct responses- 54)
 1. Social History - Average percentage of correct responses - 46.
 - a. Adventure, exploration, settlements, race elements, 47 percent.
 - b. Men, explorers, heroes, statesmen, 46 percent.
 2. Economic History - 63 percent.
 - a. Industries, 63 percent.
 3. Military History - 50 percent.
 - a. Wars, 50 per cent.
 4. Places - 63 percent.
 - a. Geography, 63 percent.
- II. Abstract Historical Facts (Average percentage of correct responses - 44 percent.)
 1. Political History - 46 percent.

- a. Theories, principles, and organization of government, 44 per cent.
- b. Laws, acts and bills, 49 per cent.
- 2. Cultural History - 43 per cent.
 - a. Literature, 25 per cent.
 - b. Education, 59 per cent.
 - c. Religion, 45 per cent .

Thus we see that the average percentage of correct responses made in the various kinds of historical knowledge were:

- Social History, 46 per cent.
- Economic History, 63 per cent.
- Military History, 50 per cent.
- Political History, 46 per cent.
- Geographical History, 63 per cent.
- Cultural History, 43 per cent.

The conclusions from this data are:

1. Concrete historical information ranks higher than abstract information. As in all subject matter, the concrete historical information is easier and more readily assimilated by the juvenile mind.
2. Economic and geographical knowledge rank highest. These are, perhaps, more vitally linked up with the child's everyday life. For this reason, the child is more familiar with this type of information, or more emphasis is put on these in instruction.

3. Political and Social History are of equal rank.

This is probably due to the fact that the textbook and the supplementary material are written from the political viewpoints.

4. Military History receives a higher percentage of correct responses than does either Social, Political or Cultural History. This is a result of the textbook and other materials over-stressing the military phase of the subject.

Military history is of more interest to children because of their interest in wars and because of traditions and the generally accepted ideals of patriotism.

5. Cultural History information ranks lowest. This shows a too close adherence to the prescribed text, which contains very little information on the cultural development of North Carolina. This also reveals a failure on the part of the pupil of doing parallel reading.

6. Historical knowledge of literature is lowest in rank. This is, no doubt, due to the fact that there is little material on this phase of North Carolina History suitable for, or available to, students of the elementary grades.

A comparison of the average percentage of the correct

number of responses made on the different type questions of the test was made.

It was found in Part I, Section A, which is composed of 17 multiple-choice questions that the percentage of correct number of responses was 67 per cent. Section B, 10 matching questions had a percentage of 68 per cent; Section C, 10 matching questions, 21 per cent; Section D, 10 matching questions 37 per cent; Section E, 17 completion questions, 36 per cent; Section F, 5 matching questions had a percentage of 37 per cent.

Part II, Section A, 18 multiple-choice questions had a percentage of 51 per cent, and Section B, 42 True-False questions had a percentage of 59 per cent.

This data shows that Section A and B of Part I have the highest average percentage of correct responses. Section C of Part I has the lowest average percentage of correct responses.

These differences are due to differences in the difficulty of the questions themselves, or to the difference in emphasis placed on that type information. Owing to the fact that questions on political, economic, cultural, military, and social phases of history are distributed throughout the test, in every type of question, there is no reason for expecting that one set of the questions would be any more, or any less difficult, of themselves than another. The

difference in these percentages is probably due to the emphasis placed on that type of historical knowledge.

Section A of Part II has an average percentage of 51 per cent correct number responses, while Section B has an average percentage of 59 percent.

The difference in these is probably due to the fact that true-false questions are not as difficult as the multiple-choice type.

The average percentage of correct number of responses for each question discloses the weaknesses and the strength of instruction in the subject. The list following gives the number of question and the average percentage of correct number of responses (made by 310 pupils tested) to that question.

Part I.

Question	Av. Per.	Ques.	Av. Per.	Ques.	Av. Per.
1.	76	10.	83	19.	86
2.	87	11.	57	20.	56
3.	84	12.	77	21.	59
4.	85	13.	48	22.	88
5.	80	14.	57	23.	68
6.	74	15.	57	24.	80
7.	66	16.	72	25.	44
8.	43	17.	68	26.	40
9.	54	18.	90	27.	72

Ques.	Av. Per	Ques.	Av. Per.	Ques.	Av. Per.
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28.	99	40.	50	53.	56
29.	18	41.	56	54.	14
30.	24	42.	22	55.	20
31.	24	43.	26	56.	36
32.	16	44.	60	57.	34
33.	46	45.	42	58.	7
34.	16	46.	24	59.	3
35.	14	47.	29	60.	24
36.	14	48.	55	61.	24
37.	17	49.	18	62.	4
38.	35	50.	92	63.	31
39.	29	51.	79	64.	75
		52.	55		

Section F

Part II.

63.	21	1.	55	11.	36
64.	23	2.	73	12.	55
65.	54	3.	66	13.	67
66.	54	4.	43	14.	20
67.	35.	5.	38	15.	44
		6.	44	16.	32
		7.	35	17.	48
		8.	84	18.	73
		9.	76	19.	12
		10.	34	20.	73

Ques. --	Av. Per. ----	Ques. --	Av. Per. ----
21.	70	43.	81
22.	72	44.	28
23.	66	45.	70
24.	46	46.	54
25.	89	47.	75
26.	58	48.	69
27.	54	49.	66
28.	55	50.	78
29.	85	51.	79
30.	46	52.	33
31.	77	53.	79
32.	86	54.	49
33.	48	55.	48
34.	63	56.	66
35.	53	57.	90
36.	64	58.	49
37.	38	59.	31
38.	60	60.	41
39.	51		
40.	69		
41.	44		
42.	40		

It is found that 17 questions, numbers 31, 32, 34, 35, 36, 37, 38, 42, 46, 49, 54, 55, 58, 59, 60, 61, and 62 of Part I and numbers 14 and 19 of Part II, a total of 19 questions for the full test, received an average of 25 percent, or less than 25 percent of correct responses.

Nine questions, 1, 5, 10, 12, 18, 19, 24, 50 and 64 of Part I and 8 questions of Part II, numbers 8, 9, 20, 25, 29, 31, 47 and 51, making a total of 17 questions for the whole test, received an average percentage of correct responses of 75 per cent, or more than 75 per cent.

This indicates that the test in itself covers the subject matter taught in the sixth grade. It also points out that North Carolina History is being, for the most part, well taught in the schools of the State. Eighteen questions rank 75 percent or above and seventeen questions rank 25 percent or below. This is as it should be in a good test - the questions with highest percent are practically equal in number to those of low percentage.

Examining the questions with average of 25 percent or less, we find 8 matching questions. These involve failure to know Sevier, Steuben, Greene, Swain, Johnston, Iredell, Harnett and Waddell. Three questions have to do with dates concerning the opening of the University of North Carolina, the Halifax Convention, and when North

Carolina became a Royal Province. Six completion questions show a failure to know names of North Carolina's delegates to Continental Congress of 1775; part of State settled by Germans, name of Province Charles II granted to his friends; name of Indians in Robeson County; Result of Battle of Moore's Creek Bridge, and significance of the word "clan".

Those questions which have over 75 percent or more correct responses fall into the following groups:

Part I, four multiple-choice questions, 1, 5, 10, 12, deal with Raleigh's colony, Blackbeard, and the Stamp Act. Three matching questions, 18, 19 and 24, are related to Sir Walter Raleigh and Richard Caswell. Two are completion questions, 50 and 64. Number 50 tells that Raleigh is the capital of the State with 92 percent getting it correct. Number 64 deals with colonial life.

Examining a few samples of questions, ranging between 25 and 75 per cent we find such as the following:

Part I, Question 6. English furnished largest race group in colonial North Carolina, 74 per cent.

Question 14. Literary fund, 57 per cent.

Question 17. Signers of Declaration of Independence, 68 per cent.

- Question 26. John Harvey, 40 percent.
- Question 27. Daniel Boone, 72 percent.
- Question 33. Archibald Murphey, 46 percent.
- Question 41. Date of first permanent settlement in America, 56 percent.
- Question 44. Declaration of Independence date, 66 percent.
- Question 66. Location of settlement of English, 54 percent.
- Question 67. Location of settlement of Highland Scotch, 35 percent.

Part II.

- Question 4. Date of Lee's surrender, 43 percent.
- Question 5. Civil Rights Bill, 38 percent.
- Question 11. Author of "Impending Crisis", 36 percent.
- Question 13. Robert E. Lee, 67 percent.
- Question 16. John Charles McNeill, 32 percent.
- Question 18. Main industry in the State, 73 percent.
- Question 30. Governor Craig, 46 percent.
- Question 58. Cherokee Indians, 49 percent.

Things Not Taught Effectively in North Carolina History.

After studying the samples mentioned above, we find the following things are not well known, and therefore are not effectively taught in the schools of the state. This may be due to the lack of emphasis on the subject matter, to strict adherence to the textbook, or to inability to find material suitable to sixth grade pupils.

Things not well taught are:

1. The leaders, whose leadership has been confined to State affairs are not known.
2. Pupils seem to have no idea as to the sequence of events. Dates are merely memorized and are not connected with anything else.
3. Life of the Indians is very little known.
4. Race elements and where these settled not known.
5. The Writers of the State little known.
6. Men of recent times are not any more familiar to students than those of Revolutionary and Ante-bellum days. For instance, Governor Craig and John Charles McNeill are no better known than John Harvey and Archibald Murphey.

Things Taught Effectively in North Carolina History.

The following facts are well known, and therefore effectively taught. This may be due to the fact that this type of information appeals more to the child's interest, or more supplementary materials are available on these historical facts, and are therefore stressed more by the teachers of the State.

The following are well taught:

1. The Periods of Exploration and Colonization.
2. Those facts which appeal to the child's love of adventure, and imagination; such as Blackbeard, the pirates, Daniel Boone and Culpepper.
3. The geographical background of historical knowledge.
4. Questions pertaining to Economic history.
5. National dates and men of national note are best known; for instance, July 4, 1776 and 1607, and such men as Sir Walter Raleigh and Robert E. Lee.

CHANGES WHICH SHOULD BE MADE BASED ON RESULTS
OF TESTING IN THE STATE.

As a result of this study the writer wishes to make the following suggestions, with the hope that they will help to make the teaching of North Carolina History in grade six more effective and more dynamic.

- I. Social History should receive greater emphasis. Klapper in "The Teaching of History" says -
"History must trace for the child the growth of religious toleration, of freedom of speech and press, of representative government, of democratic institutions, of universal suffrage, of free and compulsory education, of social and humane legislation. History which gives the pupils this panorama of the ages, attains its full dignity as an instrument of socialization, for only then does it really humanize them."
- II. North Carolina History should be organized into larger, more meaningful units of work.
- III. The greatness of our leaders in education, industry, political reforms and writers, should be well taught. Such men as Charles D. McIver, Archibald D. Murphey, Calvin H. Wiley, John Morehead, Edward K. Graham, the Duke Brothers, James Boyd, John Charles McNeill, Edwin M. Holt, and Samuel

Johnston, who have made the State a great commonwealth, should be vivid, striking personalities. These men should be examples to our boys and girls.

"To select these representative men, to portray the salient features of their life and work, to relate them properly to the varied activities of the State and to the ideals and interests of the pupils in our schools, is to write history that is not only democratic, but dynamic."

"History thus written would not fill the pupil's mind with names and figures but it would deepen and diversify the interests. His imagination would be enlarged both by retrospect and prospect. He would realize that history is not conservation but interpretation, that it deals with the past only to make it live on into the present and with the present only to garner it for the future."

"Above all he would realize that his own honest toil, however humble, was a part of the State's progress, that no one man and no one class of men has made or is making the fabric of statehood; that it is a collective and composite thing on which many brains have pondered and many brains have wrought. And out of this realization there would come that new conception of the State, a conception which has kindled alike the imagination of the poet and the patriotism of the citizen." (Dr. C. Alphonso Smith - "What Should a State History for the Public Schools Contain?")

- IV. Cultural phases of North Carolina History should be given prominence in instruction. The Cultural side of history should appeal to the child's sense of beauty. Hinsdale says: "It stirs to an appreciation of the beauties of man's handiwork in sculpture, architecture, painting, musical and literary expression and a taste for good reading."
- V. More correlated reading in biography, fiction, and general literature should be encouraged on the part of the pupils.
- VI. Dramatizations of outstanding interesting historical situations will help secure emotional responses from the pupils.
- VII. The present adopted textbook, "Hill's, "A Young Peoples History of North Carolina", should be revised and brought up to date, or a new one should be written.
- VIII. There should be included in the course a study of the Indians of North Carolina.
- IX . Dates, as such, have very little place in a course for the sixth grade pupil. Teachers should present the few dates of outstanding importance in the State's history in such manner, that the child will be able to connect them up with something of interest and importance. The child, even in the sixth

grade, should be taught the sequence of events.

X. The course in North Carolina history should include the following:

1. A Study of the Architecture of North Carolina.
2. A Study of the Writers and Musicians of North Carolina.
3. A Study of the Paintings by North Carolinians.

These serve as preservers as well as interpreters of our State's life. W. J. Peele, in Publications of the North Carolina Historical Commission says:

"No State has been more misrepresented than our own; therefore we must tell our own story."

XI. Less emphasis should be placed on military history.

Undue stress is being put on battles. Few years of our history have been spent in wars. North Carolina is a political, industrial and commercial state rather than a martial one. Therefore, we should not give to our boys and girls a disproportionate view of the military side of our history. It should be made plain that a state can be patriotic without being more warlike than the necessity of the times call for. H. E. Barnes in "The New History and the Social Studies", states, "It insists that it is nobler to have developed a great industrial democracy than to have perfected a despotic military machine."

XII. Teachers should make a thorough study of North Carolina History. Those who teach the subject should attempt to improve the instruction by use of objective tests. The writer was unable to find that this has been done anywhere in the State, before this test was given.

XIII. The State Department of Education at Raleigh, N. C., could help improve the teaching of North Carolina History in the sixth grade by: (This suggestion was contributed by Miss Juanita LeBurgald, Teacher Training Department, State Board of Education).

1. Publishing as complete and full manual as possible to direct the work. This should include,
 - a.- List of texts and supplementary readers easily obtainable.
 - b.- List of rare books now out of print, or too expensive to be owned by library but found in some library.
 - c.- Methods of collecting materials.
 - d.- Names of useful periodicals.
 - e.- Towns having Chambers of Commerce, Boards of Trade, etc.
 - f.- Full list of State Departments that publish material.
 - g.- List of colleges and universities having

extension departments and giving library services.

h. Lists of books for reference reading for pupils and teachers.

1. Lists of historical poems, music, travel, tales.

2. This manual should be placed at the disposal of every school in the State.

CONCLUSION

The writer hopes that this piece of research has accomplished the following:

1. Furnished an incentive for securing better teaching of North Carolina History in the elementary schools of the State.
2. By constructing an Objective Test, whose reliability is .87, has made it possible for teachers and pupils to have a relative standard for pupil achievement, based on actual pupil performance, rather than on the teachers' standard of class accomplishment.
3. Has made improvement in instruction easy by showing the weaknesses and strength of instruction now given.
4. Has ascertained the type and character of the subject matter that is now being presented in North Carolina History, as well as the extent to which supplementary materials are being used. (This should help each teacher check up on her own teaching.)
5. Has shown the relative emphasis which is being put on social, economic, political, cultural, and military history in North Carolina History and has suggested changes that should be made to secure more effective teaching of the subject.

" The State has a great history. Its people have shown themselves equal to every call upon them and equal to every

occasion. But that history has not yet been presented as it should be. To excite interest in its study we must make it interesting. Tell it as it happened, its grand deeds, its heroic sufferings, its unvaunting performances of duty in the face of every danger, its uncomplaining endurance of every hardship. Paint its striking historical incidents by brush as well as by pen; engrave them, hang them on the walls of your school rooms, your libraries and your public buildings, put them in your school books."

(Judge Walter Clark: How Can Interest be Aroused in the Study of the History of North Carolina?)

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